

Differential Pay Criteria
Taylor's Crossing Public Charter School
2013 – 2014 School Year

Taylor's Crossing Public Charter School Differential Pay Committee has proposed that funds be disbursed in one lump sum after funds have been received and goals have been met. This disbursement will be in one check separate from payroll. 60% of funds will be disbursed to certificated staff, 30% of funds will be disbursed to non-certificated staff, and 10% of funds will be used for professional development.

It is extremely important for our certificated teachers to have time to collaborate with their peers. The professional development portion of Differential Pay will be used to pay our Educational Assistants when they substitute for our certificated staff when these staff members are collaborating together.

Staff will be paid one share per F.T.E. reported to the state. Each employee will be paid a full stipend for successfully meeting yearly professional development goals as set up and reviewed by the Differential Pay Committee and administration. Those not successfully completing the goals shall have their stipend reduced per the amount of work not completed. Stipend decreases shall be in increments of 25%.

Appendix 1 shows the proposed disbursement of funds for all employees, assuming each employee successfully meets the agreed upon criteria

Appendix 2 lists the professional development goals established by the Differential Pay Committee and administration.

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APPENDIX 1 – PROPOSED DISBURSEMENT OF FUNDS

TCPCS: 2013-2014						
Total Allocation				36,250.00		
Certified = 60%				21,750.00	18.97%	
Certified	FTE			Allocation	Gross Pay	Benefits
Janice Kunde	1.00			1,260.14	1,059.21	200.93
Donica Crocker	1.00			1,260.14	1,059.21	200.93
Myrna Guthrie	1.00			1,260.14	1,059.21	200.93
Delaine Shenton	1.00			1,260.14	1,059.21	200.93
Louise Larson	1.00			1,260.14	1,059.21	200.93
Loree Orchard	1.00			1,260.14	1,059.21	200.93
Linda Rice	1.00			1,260.14	1,059.21	200.93
Sherri Empey	1.00			1,260.14	1,059.21	200.93
Jana Porter	1.00			1,260.14	1,059.21	200.93
Sherry Newell	1.00			1,260.14	1,059.21	200.93
Sarah Beth Tolman	1.00			1,260.14	1,059.21	200.93
Mary Kaufman	1.00			1,260.14	1,059.21	200.93
Malia Kunde	1.00			1,260.14	1,059.21	200.93
Shay Wallace	0.18			226.83	210.71	16.12
Clifton Stine	0.54			680.48	571.97	108.50
Valene Contor	0.54			680.48	571.97	108.50
Bobbi Weed	1.00			1,260.14	1,059.21	200.93
Denise Sanna	1.00			1,260.14	1,059.21	200.93
Total Teachers	16.26					
Daniel Wendt	1.00			1,260.14	1,059.21	200.93
Total Certified	17.26			\$ 21,750.00	\$ 18,301.97	\$ 3,448.03

TCPCS: 2013-2014						
Total Allocation				36,250.00		
Classified = 30%				10,875.00	7.65%	
Classified	FTE			Allocation	Gross Pay	Benefits
Rose Marie Adams	0.25	3.00	172	176.91	164.33	12.57
Alanna Jardine	0.25	3.00	172	176.91	164.33	12.57
Carol Schultz	0.25	3.00	172	176.91	164.33	12.57
Camille Street	0.25	3.00	172	176.91	164.33	12.57
Stephanie Gifford	0.25	3.00	172	176.91	164.33	12.57
Tamara Smith	0.29	3.50	172	206.39	191.72	14.67
Heather Anderson	0.29	3.50	172	206.39	191.72	14.67
Heather Webb	0.26	3.20	172	188.70	175.29	13.41
Beth Radford	0.18	2.20	172	129.73	120.51	9.22
Camille Johnson	0.13	1.60	172	94.35	87.64	6.70
Alisha Hill	0.25	3.00	172	176.91	164.33	12.57
Tasja Jackson	0.25	3.00	172	176.91	164.33	12.57
Mary Meldrum	0.32	3.90	172	229.98	213.63	16.34
Doyle Jenkins	0.21	2.50	172	147.42	136.94	10.48
Becci Christensen	0.32	3.90	172	229.98	213.63	16.34
Shay Wallace	0.08	1.00	172	58.97	54.78	4.19
Mary Meyer	0.32	3.90	172	229.98	213.63	16.34
Janet Carter	0.29	3.50	172	206.39	191.72	14.67
Jill Fabbi	0.60	7.25	172	427.52	359.35	68.17
Mary Lynn Newell	0.85	8.00	220	603.40	507.18	96.21
Jamie Toop	0.90	8.00	235	644.54	541.77	102.77
Theresa Adelizzi	0.90	8.00	235	644.54	541.77	102.77
Renae Sterzick	0.09	12.00	15	61.71	57.33	4.39
Gaylene George	0.18	2.20	172	129.73	120.51	9.22
David Clark	0.46	3.90	245	327.58	304.30	23.28
Amparo Carbajal	0.46	3.90	245	327.58	304.30	23.28
Kathy Hart	0.62	7.50	172	442.26	371.74	70.52
Alicia Jaramillo	0.58	7.00	172	412.78	346.96	65.82
Sandy Geray	0.29	3.50	172	206.39	191.72	14.67
Diane Paulus	0.58	7.00	172	412.78	346.96	65.82
Steve Miller	0.29	3.50	172	206.39	191.72	14.67
Brittney Johnson	0.58	7.00	172	412.78	346.96	65.82
Melanie Wade	0.32	3.90	172	229.98	213.63	16.34
Sarah Droegemueller	0.32	3.90	172	229.98	213.63	16.34
Virginia Russell	0.29	3.50	172	206.39	191.72	14.67
Luci Peck	0.29	3.50	172	206.39	191.72	14.67
Long, Beth	0.80	8.00	207	567.74	477.21	90.53
Skinner, Deb	0.59	35.00	35.0	419.98	353.01	66.97
Reynolds, Leeza	0.33	35.00	19.5	233.99	217.36	16.63
Hill, Darla	0.17	35.00	10.0	119.99	111.47	8.53
High, Kimberlee	0.33	35.00	19.5	233.99	217.36	16.63
	15.25			\$ 10,875.00	\$ 9,661.27	\$ 1,213.73

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APPENDIX 2 – PROFESSIONAL DEVELOPMENT GOALS

1. TCPCS Elementary Professional Development Goals – Certificated Staff (Yearly focus on Mathematics Curriculum)

Goal 1 – Pacing Guide (worth a 25% share)

Each elementary teacher shall prepare a pacing guide for their mathematics curriculum. A Pacing guide is a concise list of concepts or units to be taught over the course of the year with annotations as to when during the year they will be covered.

Goal 2 – Curriculum Map (worth 25% share)

Each elementary teacher shall develop a Mathematics Curriculum Map by aligning Harbor standards and Idaho Common Core Standards. The curriculum map adds the Idaho Common Core Standards to the pacing guide developed as Goal 1 is completed.

Goal 3 – Scope & Sequence (worth 50% share)

Each elementary teacher shall develop a Scope & Sequence for their Mathematics Curriculum. The Scope & Sequence adds specific lesson objectives and implemented teaching strategies to the Curriculum Map. The Scope & Sequence also includes vertical curriculum alignment. For each concept covered (as listed in the pacing guide), the Scope & Sequence will list the grade at which the concept is introduced, the grades during which the concept is being reviewed, and the grade at which the student is expected to have mastery of the concept.

In the Harbor Method, each concept introduced is added to the review material after the initial teaching is completed. A concept is removed from the review material once it has been determined that mastery has been obtained.

2. TCPCS Secondary Professional Development Goals – Certificated Staff

Goal 1 – Pacing Guide (worth a 25% share)

Each secondary teacher shall prepare a pacing guide for one of the classes which they teach. A Pacing guide is a concise list of concepts or units to be taught over the course of the year with annotations as to when during the year they will be covered.

Goal 2 – Curriculum Map (worth 25% share)

Each secondary teacher shall develop a Curriculum Map by aligning Harbor standards and Idaho Common Core Standards. The curriculum map adds the Idaho Common Core Standards to the pacing guide developed as Goal 1 is completed. For those teachers completing this goal for a class which is not Mathematics, English, or Reading, they will include those Common Core Standards in Math, English, or Reading which are applicable to their class (in particular those standards dealing with reading and writing based upon non-fiction materials).

Goal 3 – Scope & Sequence (worth 50% share)

Each secondary teacher shall develop a Scope & Sequence for the class for which they have developed a Pacing Guide and Curriculum Map. The Scope & Sequence adds specific lesson objectives and implemented teaching strategies to the Curriculum Map. The Scope & Sequence also includes vertical curriculum alignment (for those subjects which are also taught at other grades). For each concept covered (as listed in the pacing guide), the Scope & Sequence will list the grade at which the concept is introduced, the grades during which the concept is being reviewed, and the grade at which the student is expected to have mastery of the concept.

TCPCS Professional Development Goals – Non-Certificated Staff

Goal 1 – Positive Evaluations

Non-certificated staff members provide valuable assistance to our classroom teachers. Classified Employees who are most effective are those who have positive employment evaluations. Therefore, Non-Certificated Staff Members will receive shares of Differential Pay based upon the outcome of their yearly evaluations. A satisfactory evaluation will garner a full share. An evaluation which is not satisfactory will exclude that employee from receiving a share of differential pay.